DOCUMENT RESUME

ED 432 676 CE 079 027

TITLE	Equity. Moving toward Self-Sufficiency. FY 98 Programs and Services.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE	1998-00-00
NOTE	17p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Access to Education; *Disadvantaged Youth; *Displaced Homemakers; Education Work Relationship; Entrepreneurship; Females; Grants; *Job Skills; Nontraditional Education; Nontraditional Occupations; One Parent Family; *Outcomes of Education; Postsecondary Education; *Pregnant Students; Program Effectiveness; Secondary Education; State Programs; Technical Education; Work Experience Programs
IDENTIFIERS	Carl D Perkins Voc and Appl Techn Educ Act 1990; *Ohio

ABSTRACT

This report documents the work done in Fiscal Year 1998 by the Ohio Department of Education, Division of Vocational and Adult Education, to address two major priorities as authorized by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990: (1) single parents, displaced homemakers, and single pregnant women; and (2) vocational students in nontraditional programs, specifically those programs that will result in economic self-sufficiency. The report provides a review of each program; a profile of the participants in each of the programs; statistical data about participants' economic and personal situations at intake; and the outcomes at the end of the fiscal year. The grants highlighted in the report are as follows: (1) grants for single parents, displaced homemakers, and single pregnant women (Comprehensive Support Services Grant; Displaced Homemaker Program; Graduation, Occupation, and Living Skills Program; and Ventures in Business Ownership Program); and (2) equity funded grants (Nontraditional Education for Teens Work Program; Orientation to Nontraditional Occupations for Women Program; and Promoting Access in Technical Education Grant). Program information is provided in more than 50 tables and graphs. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 432 676

PROGRAMS AND SERVICES

Equity

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

B Bowermaster

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

CE079021

OHIO DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL AND ADULT EDUCATION

BEST COPY AVAILABLE

This publication documents the work done in FY 98 by the Ohio Department of Education, Division of Vocational and Adult Education to address two major priorities as authorized by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Specifically, this act requires states to address the special needs and enhance the participation of

- single parents, displaced homemakers, and single pregnant women and
- vocational students in nontraditional programs; specifically those programs that will result in economic self-sufficiency.

This report provides a review of each program; a profile of the participants in each of the programs; statistical data about participants' economic and personal situations at intake; and the outcomes at the end of the fiscal year. The grants highlighted in this report include:

Single Parents, Displaced Homemakers, and Single Pregnant Women Grants

- Comprehensive Support Services (CSS) Grant
- Displaced Homemaker (DH) Program
- Graduation, Occupation, and Living Skills (GOALS) Program
- Ventures in Business Ownership (VBO) Program

Equity Funded Grants

- Nontraditional Education for Teens Work (NETWork) Program
- Orientation to Nontraditional Occupations for Women (ONOW) Program
- Promoting Access in Technical Education (PATE) Grant

BEST COPY AVAILABLE

Single Parent, Displaced Homemaker, and Single Pregnant Women Grants and Programs

Graduation, Occupation, and Living Skills

Ventures in Business Ownership

Comprehensive Support Services

Displaced Homemaker

In Ohio, as well as nationwide, the statistics for single parents and displaced homemakers paint a grim picture of this population's economic situation. With the assistance of the programs and services offered by 52 Vocational Education Planning Districts and colleges, significant and positive changes have been made. Child care, travel, and tuition assistance enable grant recipients to attend vocational job training programs that can help this at-risk population move into successful, higher paying jobs.

BEST COPY AVAILABLE

Comprehensive Support Services Grant (CSS)

The purpose of this grant is to assist single parents and displaced homemakers to attend workforce development programs by providing support services such as dependent care, transportation, and tuition. The goal is to move these individuals from poverty to economic self-sufficiency. Fifty Vocational Education Planning Districts (VEPDs) received grant funding averaging $20,660 per site.

'Jane'* received financial reimbursement for child care for her son for three years through the CSS grant. Jane graduated this year and is looking forward to a bright future despite many hardships. Being a single parent and going to school is difficult, but on top of that Jane was also the sole caregiver to her mother who was battling cancer. In February of her senior year, her mother passed away leaving Jane without family and the emotional support her mother provided. Thanks to the child care CSS reimbursement her son's care was never a worry. Jane concentrated on getting her life back on track and completed school. She graduated in June and is currently looking for employment in Carpentry.

CSS GRANT STANDARDS

CSS Grant - Secondary Recipients

Of the secondary students who receive services under this grant:

- 85% will graduate from high school or will be promoted to the next grade level.
- 25% will enter a nontraditional vocational training program or establish an individual career plan with nontraditional career objectives.
- 50% of those completing job-specific training programs will obtain employment in a field related to their training and earn a minimum of $5.50 per hour within 6 months of graduation.

CSS Grant - Adult Recipients

Of the adult recipients who receive services under this grant:

- 100% will enter ABLE/GED, return to high school for a diploma, or enter a vocational training program.
- 50% will complete a job training program and obtain employment in a related field, earning a minimum of $6.25 per hour within six months.
- 25% will enter either a job-specific training program or an occupation that is nontraditional for their gender, to be documented at six months and eighteen months following their exit from the program.
- 25% of public assistance recipients who receive CSS funding and complete a job-specific training program will eliminate or reduce reliance on the following types of public assistance:
  - cash assistance • medical insurance • housing subsidy • food stamps
- 85% of individuals receiving CSS while attending GED classes will receive their GED certificate within 2 years.

INTAKE DATA • FY 98 — CSS Secondary Recipients

NUMBER OF PARTICIPANTS WHO RECEIVED SERVICES :
Female 99.0% Male 1.1 % Total 286

AGE:

14	1.1 %	17	44.1 %	19	5.2 %
15	8.0 %	18	25.5 %		
16	16.1 %				

GRADE LEVEL:

8th	.7 %	10th	11.5 %	12th	49.3 %
9th	6.3 %	11th	32.2 %		

RACE/ETHNIC GROUP:

European American	63.0 %	Hispanic	2.8 %
African American	27.6 %	Native American	.4 %
Bi-racial	3.9 %	Asian/Pacific Islander	.4 %

MARITAL STATUS:

Single	99.3 %	Divorced	.7 %

TOTAL NUMBER OF SINGLE PREGNANT FEMALES SERVED BY CSS GRANT: 46 or 16.1 %

SINGLE PARENT PARTICIPANTS WHO HAVE MINOR CHILDREN LIVING AT HOME: 281 or 98.3 %

NUMBER OF CHILDREN BY AGE: Total 292
0-2 years 96.6 % 3-5 years 3.4%

SECONDARY STUDENT RECIPIENTS WHO LIVE

In separate households with children	15.4 %
With child(ren) and parent/guardian/relatives	84.6 %

PARTICIPANTS WITH PHYSICAL OR MENTAL HANDICAPS: 27 or 9.4 %

SOURCES OF FINANCIAL SUPPORT:

Own employment	34.6 %	WIC	78.0 %
Parent's employment	57.3 %	Medicaid/Health Card	61.9 %
Child support	18.9 %	Subsidized housing	6.6 %
Food Stamps	18.9 %	Social Security	15.7 %
ADC/GA own	16.1 %	Relatives/friends	10.1 %
ADC/GA parents	4.6 %	Trust	.4 %
LEAP	10.1 %	Other	4.6 %

EMPLOYMENT STATUS AT TIME OF INTAKE:

Not employed	67.1%	Working less than 20 hrs/wk	18.9%
Working 20–34 hrs/wk	12.6%	Working 35 hrs/wk or more	1.4%

WAGES PER HOUR AT TIME OF INTAKE:

$ 0 – 2.50	2.1 %	$ 5.51 – 6.50	26.6 %
$ 2.51 – 4.25	5.3 %	$ 6.51 – 7.50	4.3 %
$ 4.26 – 5.50	61.7 %		

NUMBER OF PARTICIPANTS LIVING IN POVERTY AT TIME OF INTAKE: 240 or 83.9 %

**Students' names have been changed for confidentiality.*

BEST COPY AVAILABLE

VOCATIONAL TRAINING OUTCOMES • FY 98 — CSS Secondary Recipients

Total number of VEPDs who served secondary students through the CSS grant during FY 98: 32 (34% of all VEPDs in Ohio)

Total number of secondary students served with the CSS Grant: 286

SERVICES RECEIVED BY EACH CSS RECIPIENT:

Both dependent care and travel	29.4 %
Dependent care only	50.4 %
Travel only	17.1 %
Nontraditional entry expenses	.7 %
Fees only	2.0 %
Fees and dependent care	.4 %

NUMBER OF PARTICIPANTS' DEPENDENTS SERVED: 259

Total number of CSS students who were enrolled in

GRADS: 262 or 91.6 % NETWork 2 or .7 %
OWE: 15 or 5.2 %

Total number of CSS Grant recipients who were enrolled in grades 11 or 12: 234 or 81.8% of total served

Percentage of 11th-12th graders served through CSS who are enrolled in job-specific programs: 157 or 67.1%

CSS SECONDARY ENROLLMENTS:
Percentage of 163 CSS students in job training:

Agriculture Education	6.1 %
Business Education	22.7 %
Family & Consumer Sciences	17.8 %
Health Occupations	23.9 %
Marketing Education	6.8 %
Trade & Industrial Education	22.7 %

OCCUPATIONAL SPECIFIC TRAINING OUTCOMES :

Students who completed vocational programs	50.3 %
Students who completed one year of a two-year vocational program	36.2 %
Students who transferred to another program or school	3.7 %
Students who dropped out of vocational programs	9.8 %

Percentage of students who completed job training programs, are currently enrolled, or transferred to another program or school : 90.2%

OVERALL EDUCATIONAL PROGRESS:

Earned high school diploma, employed in area related to vocational training	11.5 %
Earned diploma, employed in area unrelated to field	10.8 %
Earned high school diploma, looking for work	14.7 %
Earned high school diploma, not in the labor force	3.9 %
Promoted to the next grade level	39.9 %
Currently enrolled, same grade level	8.7 %
Transferred to another school	3.2 %
Dropped out of school and is employed	3.5 %
Dropped out of school and is unemployed	3.9 %

Percentage of secondary students served who graduated from high school, were promoted to the next grade level, or were still enrolled in school at the school year's end: 92.7 %

Comprehensive Support Services Grant (CSS) - ADULT RECIPIENTS

All adult student recipients of CSS services in the VEPD are represented in this report, including students supported by CSS local contribution funds.

INTAKE DATA • FY 98 — CSS Adult Recipients

Based on 39 (98%) sites reported

NUMBER OF PARTICIPANTS WHO RECEIVED SERVICES:
Female 97.5% Male 2.5 % Total 999

AGE:

Under 22 years old	13.9 %	45–54 years old	8.5 %
22–44 years old	76.8 %	55 years and older	.8 %

RACE/ETHNIC GROUP:

European American	69.9 %	Native American	3.0 %
African American	23.0 %	Asian/Pacific Islander	.6 %
Hispanic	1.8 %	Middle Eastern	.4 %
Bi-racial	1.0 %	Other	.3 %

MARITAL STATUS:

Never married	43.5 %	Married	22.4 %
Divorced	32.1 %	Widowed	1.9 %

IF MARRIED: Total 224

Spouse disabled	10.7 %	Spouse disadvantaged/ low income	28.1 %
Spouse absent	8.5 %	Spouse incarcerated	.9 %
Spouse unemployed	4.9 %	Other	4.0 %
Spouses separated	42.9 %		

SINGLE PARENT PARTICIPANTS WITH CHILDREN UNDER AGE 18 AT HOME: 788 or 78.9 %

NUMBER OF DEPENDENTS BY AGE GROUP: Total 1,648

0–23 months	14.2 %	13–17 years	15.0 %
2–5 years	31.7 %	Dependents 18 and over	2.9 %
6–12 years	36.2 %		

Average: 1.6 children per participant

NUMBER OF SINGLE PREGNANT WOMEN SERVED :
33 or 3.3 %

NUMBER OF EX-OFFENDERS SERVED: 26 or 2.6 %

HIGHEST LEVEL OF EDUCATION ACHIEVED:

No diploma or GED	9.3 %	Technical certificate/ associate's degree	7.5 %
GED	18.4 %		
High school diploma	42.2 %	Bachelor's degree	1.1 %
Some post high school	21.4 %		

BARRIERS TO SCHOOL OR EMPLOYMENT:

Child care/dependent care problems	41.4 %
Lack of work experience	39.1 %
Lack of work skills	50.4 %
Transportation/no driver's license	17.7 %
Lack of money	59.5 %
Alcohol/drug problems	1.5 %
Limited English skills	.7 %
Other	4.9 %

BEST COPY AVAILABLE

INTAKE DATA • FY 98 cont'd — CSS Adult Recipients

PARTICIPANTS WITH PHYSICAL OR MENTAL HANDICAPS: 88 or 8.8 %

EMPLOYMENT STATUS AT TIME OF INTAKE:

Not employed	66.9 %	20–34 hrs/week	13.2 %
Less than 20 hrs/week	9.1 %	35+ hrs/week	10.8 %

AVERAGE WAGES PER HOUR AT TIME OF INTAKE:
$6.28 statewide

IF NOT EMPLOYED AT TIME OF INTAKE, HOW LONG SINCE EMPLOYED:

Within last year	41.0 %	6 or more years	11.4 %
1–5 years	36.2 %	Never employed	11.4 %

SOURCE(S) OF FINANCIAL SUPPORT:

Own employment	32.4 %	Social Security	9.6 %
Spouse's employment	6.7 %	Unemployment Comp.	2.3 %
Parent's/relatives/friends	7.8 %	Workers Comp.	1.2 %
Alimony	4.3 %	Interest/dividends/savings	1.9 %
Child support	19.7 %	JTPA	1.3 %
Welfare/JOBS/ADC	51.3 %	LEAP	.9 %
WIC	6.8 %	Other	1.8 %

NUMBER OF PARTICIPANTS LIVING IN POVERTY AT TIME OF INTAKE: 871 or 87.2 %

Seventy-three percent of women work in non-professional occupations such as clerical or service jobs.

VOCATIONAL TRAINING OUTCOMES • FY 98 — CSS Adult Recipients

TOTAL NUMBER SERVED: 999

Single parents	59.8 %	Single pregnant females	2.7 %
Displaced homemakers	37.5 %		

PARTICIPANTS WHO APPLIED FOR

Dependent care	23.5 %	Educational materials	63.4 %
Transportation expenses	21.2 %	Nontraditional entry expenses	2.9 %
Tuition	79.3 %		

ENROLLMENT IN VOCATIONAL PREPARATORY PROGRAMS: 515

Displaced Homemaker	41.0 %	Transitions	44.7 %
GOALS	2.5 %	VBO	2.0 %
ONOW	9.9 %		

OF PARTICIPANTS ENROLLED IN VOCATIONAL PREPARATORY PROGRAMS, PERCENTAGE WHO

Are currently enrolled: 129 or 25.1 % of total participants

Of these, percentage who	
are in job specific training while in preparatory program	95.4 %
are working while in preparatory program	3.1 %

Completed : 372 or 72.2 % of total participants

Of these, percentage who	
are working	29.3 %
are looking for work	13.4 %
are waiting to enroll in job training	2.2 %
are enrolled in a second preparatory program	1.9 %
are enrolled in higher education	45.4 %
are enrolled in Community Work Experience (CWEP)	.8 %
are choosing not to work or additional training/education	2.7 %
are not available for work or additional training/education	3.2 %
status unknown	1.1 %
Dropped out of program	2.5 %
Unknown status	.2 %

SERVICES RECEIVED BY CSS RECIPIENTS:

Participants' dependents served: 557	
Number who received transportation assistance	17.0 %
Number who received tuition assistance	75.6 %
Number who received educational materials	55.5 %
Number who received nontraditional entry expenses	1.1 %
Number who received complementary activities	9.5 %
Number who received dependent care services	17.2 %

NUMBER OF PARTICIPANTS WHO NEEDED TO EARN A GED: 93 or 9.3% of total participants served

Of these, the number who enrolled for GED:	59 or 64.8 %
Based on 91 reported	
Of these, the number who earned GED:	16 or 33.3 %
Based on 48 reported	

CSS ADULT ENROLLMENTS
Percentage of 878 CSS students reported in job training:

Agriculture Education	0 %
Business Education	45.5 %
Family & Consumer Sciences	1.2 %
Health Occupations	41.7 %
Marketing Education	.2 %
Trade & Industrial Education	11.6 %

VOCATIONAL & TECHNICAL COLLEGE TRAINING RESULTS:

Currently enrolled: 337 or 38.4 % of total job training participants	
of these, percentage who are currently employed in related area while in job training	13.1 %
Completed training: 396 or 45.1 %. Of these, percentage who	
are employed in related area	58.1 %
are employed in unrelated area	8.8 %
are enrolled in higher education	.5 %
are looking for employment	25.8 %
are not in labor force	5.6 %
status unknown	1.3 %
Transferred to another job training program	.6 %
Dropped out of program	13.7 %
of these, percentage who dropped for employment	39.3 %
Unknown status	2.1 %

NUMBER OF COMPLETERS ON PUBLIC ASSISTANCE : 231 or 58.3%
Based on 224 reported

Of these, percentage who	
dropped all public assistance	25.9 %
dropped some public assistance	33.0 %

Percentage of adult participant completers who reduced reliance on public assistance: 58.9%

INCOME STATUS OF COMPLETERS:

Percentage who	
increased personal/household income	32.7 %
became economically self-sufficient	17.7 %
became employed in nontraditional and/or higher-than-average wage occupational area	10.8 %

Based on 389 reported. Percentage of adult participant completers who improved income status: 61.2 %

BEST COPY AVAILABLE

Displaced Homemaker (DH) Program

This program assists low-income displaced homemakers and single parents to make the transition from homemaking to wage earning. The program provides supportive instruction and services to help participants cope with new life situations, overcome barriers that prevent them from becoming independent, and acquire marketable skills. Twenty-seven sites received an average grant award of $28,845 per site.

DISPLACED HOMEMAKER PROGRAM — INTAKE DATA • FY 98

DISPLACED HOMEMAKER (DH) GRANT STANDARDS

- 80% of program completers who do not have a high school diploma will enter ABLE/GED training or return to high school.
- 70% of the program graduates will complete their ABLE/GED training, enter a job-training program, or enter employment.
- 15% of graduates will enter a nontraditional occupation or enter an occupation that enables them to eliminate or reduce reliance on the following types of public assistance:
  - cash assistance
  - housing subsidy
  - medical insurance
  - food stamps

NUMBER OF PROGRAM PARTICIPANTS :
Female 91.3% Male 8.7 % Total 1,900

AGE

Under 22	12.0 %	45–54	11.4 %
22–44	73.4 %	55 and older	3.2 %

RACE/ETHNIC GROUP:

European American	56.4 %	Bi-racial	1.1 %
African American	33.4 %	Asian American	.3 %
Hispanic	2.9 %	Middle Eastern	.2 %
Native American	4.9 %	Other	.8 %

MARITAL STATUS:

Never married	38.6 %	Divorced	26.4 %
Married	31.6 %	Widowed	3.4 %

IF MARRIED:

Spouse disabled	11.7 %	Spouse incarcerated	4.5 %
Spouse absent	6.3 %	Spouse disadvantaged/ low income	11.7 %
Spouse unemployed	16.0 %	Other	12.3 %
Spouses separated	37.6 %		

TOTAL NUMBER WHO WERE

Single parents	40.3 %	Single pregnant females	5.3 %
Displaced homemakers	53.7 %	Unknown	.7 %

SINGLE PARENT PARTICIPANTS WHO HAVE MINOR CHILDREN LIVING AT HOME: 1,234 or 65.0 %

NUMBER OF DEPENDENTS LIVING WITH PARTICIPANTS: 2,973 or an average of 1.6 children per participant
NUMBER OF EX-OFFENDERS SERVED: 348 or 18.3 % of total

NUMBER OF PARTICIPANTS WITH PHYSICAL OR MENTAL HANDICAPS: 327 or 17.2% of total

HIGHEST LEVEL OF EDUCATION ACHIEVED:

No diploma or GED	30.5 %	Technical certificate or associate's degree	7.4 %
GED	11.2 %	Bachelor's degree	2.7 %
High school diploma	33.8 %	Master's degree or higher	.2 %
Some post high school	14.3 %		

BARRIERS TO SCHOOL/EMPLOYMENT:

Child care/dependent care problems	37.4 %
Lack of work experience	36.3 %
Lack of work skills	38.3 %
Transportation/no driver's license	31.2 %
Lack of money	41.6 %
Limited English skills	.7 %
Alcohol/drug problems	9.4 %
Other	12.2 %

EMPLOYMENT STATUS AT TIME OF INTAKE:

Unemployed	85.8 %	20-34 hrs/week	4.7 %
Less than 20 hrs/week	4.7 %	35+hrs/week	4.8 %

Average wage at intake $ 6.28/hr

IF NOT EMPLOYED AT TIME OF INTAKE, HOW LONG SINCE EMPLOYED:

Within last year	43.3 %	6 or more years	12.3 %
1–5 years	30.6 %	Never employed	13.8 %

Based on 1,558 reported

SOURCE(S) OF FINANCIAL SUPPORT:

Own employment	13.9 %	Unemployment	1.7 %
Spouse's employment	7.4 %	Worker's Comp.	.4 %
Parents/relatives/friends	4.9 %	Interest/dividends/savings	.8 %
Alimony	1.6 %	JTPA	.3 %
Child support	9.5 %	WIC	5.4 %
Welfare	54.0 %	LEAP	.7 %
Social Security	10.5 %	Other	15.7 %

TOTAL LIVING IN POVERTY AT TIME OF INTAKE:
1,636 or 86.1% of total

DISPLACED HOMEMAKER PROGRAM OUTCOMES — FY 98

PERCENTAGE WHO DID NOT HAVE A HIGH SCHOOL DIPLOMA AT INTAKE: 30.5 %
Percentage of the above who enrolled in GED classes: 55.6 %
Based on 532 reported
Percentage of the above who received a GED: 28.9 %
Based on 249 reported

PERCENTAGE WHO NEEDED TO IMPROVE BASIC SKILLS: 50.1 %
Based on 1,720 reported
Percentage of the above who enrolled in remediation 74.5 %
Based on 765 reported

TOTAL NUMBER WHO ENROLLED IN JOB TRAINING:
451 or 25.8%
Based on 1,751 reported.

OF THOSE ENROLLED IN JOB TRAINING
Percentage who:
are currently enrolled: 271 or 60.1% of total participants
of these, percentage who
are currently employed in related area while job training 16.2 %
completed training: 130 or 28.8 % of total participants
of these, percentage who
are employed in related area 57.7 %
are employed in non-related area 10.0 %
are looking for employment 29.2 %
are not in labor force 3.1 %
transferred to another job training program .7 %
dropped out of program 8.8 %
of these, percentage who dropped for employment 51.3 %
unknown status 1.8 %

BEST COPY AVAILABLE

Graduation, Occupation, and Living Skills (GOALS) Program

The GOALS Program serves single parents and homemakers between the ages of 16 and 30 who have dropped out of high school. This program helps students assess their career interests and abilities and to develop an educational plan for completing their high school education. As a result of this program most students enroll in ABLE/GED and then enroll in a job training program that will enable them to become economically independent. Most GOALS programs also provide parenting information and skills to help them to be responsible citizens. Four sites received grant funding averaging $37,178 per site.

GOALS PROGRAM • INTAKE DATA • FY 98

NUMBER OF PROGRAM PARTICIPANTS:
Female 98.7 % Male 1.3 % Total 231

AGE:

Under 22	72.7 %	22–44	27.3 %

RACE/ETHNIC GROUP:

African American	45.9 %	Bi-racial	3.5 %
European American	40.7 %	Native American	1.7 %
Hispanic	8.2 %		

MARITAL STATUS:

Never married	85.3 %	Divorced	6.1 %
Married	8.2 %	Widowed	.4 %

IF MARRIED:

Spouse absent	26.3 %	Spouses separated	36.8 %
Spouse unemployed	5.3 %	Other	5.3 %
Spouse disadvantaged/ low income	26.3 %		

TOTAL NUMBER SERVED: 231

Single parents	68.8 %	Single pregnant females	16.5 %
Displaced homemakers	14.7 %		

SINGLE PARENT PARTICIPANTS WHO HAVE MINOR CHILDREN LIVING AT HOME: 140 or 60.6 %

NUMBER OF DEPENDENTS LIVING WITH PARTICIPANTS: 333 or an average of 1.4 children per participant

NUMBER OF EX-OFFENDERS SERVED: 44 or 19.1 % of total

HIGHEST LEVEL OF EDUCATION ACHIEVED:

No diploma or GED	99.1 %	High school diploma	.9 %

BARRIERS TO SCHOOL/EMPLOYMENT:

Child care/dependent care problems	53.7 %
Lack of work experience	50.7 %
Lack of work skills	52.0 %
Transportation/no driver's license	55.4 %
Lack of money	61.0 %
Limited English skills	.4 %
Alcohol/drug problems	14.7 %
Other	5.6 %

GOALS GRANT STANDARDS

- 80% of program completers who do not have a high school diploma will enter ABLE/GED training or return to high school.
- 70% of the program graduates will complete their ABLE/GED training, enter a job-training program, or enter employment.
- 15% of graduates will enter a nontraditional occupation or enter an occupation that enables them to eliminate or reduce reliance on the following types of public assistance:
  - cash assistance
  - housing subsidy
  - medical insurance
  - food stamps

NUMBER OF PARTICIPANTS WITH PHYSICAL OR MENTAL HANDICAPS: 24 or 10.4 % of total

EMPLOYMENT STATUS AT TIME OF INTAKE:

Unemployed	85.7 %	20–34 hrs/week	6.1 %
Less than 20 hrs/week	5.2 %	35+hrs/week	3.0 %

The average income for those who worked was $5.62/hr at intake.

IF NOT EMPLOYED AT TIME OF INTAKE, HOW LONG SINCE EMPLOYED:

Within last year	28.3 %	6 or more years	1.0 %
1–5 years	4.0 %	Never employed	66.7 %

SOURCE(S) OF FINANCIAL SUPPORT:

Own employment	15.2 %	Social Security	10.4 %
Spouse's employment	1.7 %	WIC	28.1 %
Parents/relatives/friends	17.8 %	LEAP	4.8 %
Child support	5.2%	Unemployment	.4 %
Welfare	74.5 %	Other	2.2 %
Interest/Dividends	.4 %		

TOTAL LIVING IN POVERTY AT TIME OF INTAKE: 225 or 97.4 % of total

'Rhonda' dropped out of high school when she was 14 and ran away from home. At the age of 16, she had an eight month old child and wanted to become, ". . . the best parent she could be and work on her GED." She attended the GOALS program regularly and turned in all assignments. She received her GED, is currently employed at a local restaurant, and will be enrolling in technical college this Autumn.

GOALS PROGRAM OUTCOMES FY 98

PERCENTAGE WHO DID NOT HAVE A HIGH SCHOOL DIPLOMA AT INTAKE: 99.1 %
Number of the above who enrolled in ABLE classes: 85.0 %
Based on 227 reported
Number of the above who received a GED: 13.1 %
Based on 145 reported

NUMBER WHO NEEDED TO IMPROVE BASIC SKILLS: 100.0 %
Based on 229 reported
Number of the above who enrolled in remediation 89.4 %
Based on 226 reported

TOTAL NUMBER WHO ENROLLED IN JOB TRAINING:
11 or 4.8%; of these, percentage who:
are currently enrolled in job training programs 100.0 %
Based on 10 reported

Ventures in Business Ownership (VBO) Program

The VBO Program assists single parents, displaced homemakers, and single pregnant women to start, own, and manage their own business. VBO provides a practical step-by-step approach through a 20-week program that includes extensive, individualized instruction. Students receive quality training from instructors who have had experience in starting, owning, and managing a business. Seven sites received grant funding at $39,000 per site.

VBO PROGRAM INTAKE DATA ▪ FY 98

NUMBER OF PROGRAM PARTICIPANTS: 169
Female 91.1 % Male 8.9 %

AGE :

Under 22	6.5 %	45–54	23.7 %
22–44	63.3 %	55 and older	6.5 %

RACE/ETHNIC GROUP:

European American	76.9 %	Native American	7.1 %
African American	14.2 %	Hispanic	1.8 %

MARITAL STATUS:

Never married	23.7 %	Divorced	39.1 %
Married	32.0 %	Widowed	5.3 %

IF MARRIED:

Spouse disabled	11.1 %	Spouse disadvantaged/	
Spouse absent	11.1 %	low income	38.9 %
Spouse unemployed	9.3 %	Other	14.8 %
Spouses separated	13.0 %	Spouse incarcerated	1.9 %

TOTAL NUMBER SERVED:

Single parents	42.0 %	Single pregnant females	3.0 %
Displaced homemakers	50.9 %	Other	4.1 %

SINGLE PARENT PARTICIPANTS WHO HAVE MINOR CHILDREN LIVING AT HOME: 75 or 44.4 % of total

NUMBER OF DEPENDENTS LIVING WITH PARTICIPANTS:
172 or an average of 1.0 child per participant

HIGHEST LEVEL OF EDUCATION ACHIEVED:

No diploma or GED	11.2 %	Technical certificate	
GED	11.2 %	or associate's degree	14.8 %
High school diploma	39.6 %	Bachelor's degree	4.1 %
Some post high school	17.2 %	Master's degree	1.8 %

BARRIERS TO SCHOOL/EMPLOYMENT:

Child care/dependent care problems	39.1 %
Lack of work experience	46.8 %
Lack of work skills	50.9 %
Transportation/no driver's license	17.8 %
Lack of money	65.7 %
Alcohol/drug problems	1.8 %
Other	4.1 %

VBO GRANT STANDARDS

- 85% of students who start the section of the curriculum on business plan development (phase 2) will complete the program.
- 100% of those who complete the program will develop a business plan and submit it to two or more qualified business professionals for review.
- 75% of graduates will start a business, enter employment, or pursue additional education or training related to their areas of entrepreneurial interest within 3 years of completing the program.

NUMBER OF PARTICIPANTS WITH PHYSICAL OR MENTAL HANDICAPS: 24 or 14.2 % of total

EMPLOYMENT STATUS AT TIME OF INTAKE:

Unemployed	52.7 %	20-34 hrs/week	13.0 %
Less than 20 hrs/week	11.8 %	35+hrs/week	22.5 %

The average income for those who worked was $6.55/hr at intake.

IF NOT EMPLOYED AT TIME OF INTAKE, HOW LONG SINCE EMPLOYED:

Within last year	37.1 %	6 or more years	14.6 %
1–5 years	44.9 %	Never employed	3.4 %

SOURCES OF FINANCIAL SUPPORT:

Own employment	43.8 %	Unemployment	5.9 %
Spouse's employment	21.9 %	Worker's Comp.	.6 %
Parents/relatives/friends	10.1 %	Interest/dividends/savings	2.4 %
Alimony	6.5 %	JTPA	.6 %
Child support	18.9 %	WIC	2.4 %
Welfare	25.4 %	Other	2.4 %
Social Security	14.8 %		

TOTAL LIVING IN POVERTY AT TIME OF INTAKE:
157 or 92.9 % of total

SOME FACTS ABOUT VBO LONG-TERM RESULTS

- From 1994–1997, 319 qualifiers completed VBO. Of those completers, 56% started a small business, 15% were employed in positions related to their future ownership goal, 14% sought additional education, and 11% entered unrelated employment. In total, 96% of completers identified positive professional outcomes.
- Of the 56% who started a business in FY 95, FY 96, or FY 97, 93% were still in business at report time (July, 1998). 24% of the business owners received all their financial support from their business and 70% received some financial support from their business.

VBO PROGRAM OUTCOMES FY 98

Completed program	62.1 %
Completed program and started business	26.6 %
Left program for employment	5.9 %
Left program for school	1.8 %
Left program after phase I	25.4 %
Left program after phase II	3.6 %

OF 67 PARTICIPANTS WHO WERE REPORTED ON PUBLIC ASSISTANCE:

Those who dropped all public assistance	7.5 %
Those who dropped some public assistance	19.4 %

Equity Funded Programs and Grants

NETWork

PATE

ONOW

Educators as well as students need to be made aware of the obligation for and the opportunities of an education that is free of gender bias. Ohio's vocational education system continuously strives to inform all students of the opportunities in vocational education.

BEST COPY AVAILABLE

Nontraditional Education for Teens Work (NETWork) Program

The Nontraditional Education for Teens Work (NETWork) Program introduces students to nontraditional career choices within a supportive environment. The program is designed for tenth-grade female students who are at high risk of dropping out of school due to contributing factors such as pregnancy or family economic status.

NETWork students explore a variety of nontraditional career options in fields such as law enforcement, telecommunications, auto and truck mechanics, fire services, auto body repair, carpentry, welding, and electronics. While learning job-related skills, NETWork students complete a remedial academic class in an area such as math or science along with a minimum of two other academic classes to earn credits needed for graduation. Being physically prepared to work in a nontraditional career is an important component of the NETWork Program. All students earn one credit in physical education through the NETWork Program. The NETWork class also helps students deal with personal issues ranging from peer pressure to job application strategies. Individual attention and preparation for high-paying jobs are some of the key benefits of this program. Five VEPDs received a grant award of $20,000.

NETWork PROGRAM • INTAKE DATA •, FY 98

NUMBER OF PROGRAM PARTICIPANTS: 75

AGE:

14	8.0 %	16	32.0 %
15	52.0 %	17	8.0 %

RACE/ETHNIC GROUP:

European American	58.7 %	Bi-racial	8.0 %
African American	24.0 %	Other	4.0 %
Hispanic	5.3 %		

PERCENTAGE OF STUDENTS WHO WERE

Formerly enrolled in OWA	42.7 %
Teen parents at intake	5.3 %
On public assistance	36.0 %
Receiving ADC	28.0 %
Eligible for free/reduced lunch at intake	65.3 %
Involved in the LEAP program	4.0 %
Court involved	34.7 %

When 'Louise' entered the NETWork program she was homeless, had no parents, was 7-1/2 months pregnant, had a GPA of .25, and had been absent from school 64 days the previous school year. Louise ended her sophomore year as a NETWork student with a 2.0 GPA, had passed two of the four proficiency exams, was working 20 hours a week, and was taking good care of her son. For her junior year she was enrolled in 5-1/2 courses and is enrolled in vocational education.

NETWork students learn nontraditional job-related skills along with their academic classes.

NETWork GRANT STANDARDS

- 85% of the NETWork students will complete the NETWork program and continue working toward graduation.
- 65% of the NETWork Program completers will enter a vocational job training program.
- 50% of the NETWork completers who enter a vocational training program will enter a job training program that is nontraditional for their gender and enables them to earn at least $5.50 per hour.

NETWork PROGRAM OUTCOMES FY 98

OF TOTAL SERVED:

Percentage who completed program	77.3 %
Percentage who dropped out of school	13.3 %
Percentage who moved out of district	5.3 %
Percentage expelled	1.3 %
Status unknown	2.7 %

OF NETWORK PROGRAM COMPLETERS:

Percentage enrolled in vocational education for FY99	86.2 %
Percentage who continued in the general or college prep track	13.8 %

PERCENTAGE OF STUDENTS WHO SHOWED

Gains in upper body strength *(based on 55 reported)*	87.3 %
Gains in flexibility *(based on 56 reported)*	80.4 %
Gains in cardiovascular stamina *(based on 56 reported)*	83.9 %

BEST COPY AVAILABLE

Orientation to Nontraditional Occupations for Women (ONOW) Program

Orientation to Nontraditional Occupations for Women (ONOW) is an eight-week vocational exploratory training program designed for economically disadvantaged women who wish to enter high-wage, nontraditional occupations. The intensive 208 hour program prepares women for careers in construction, manufacturing, service, or high-tech areas. ONOW students participate in hands-on labs in at least five nontraditional areas. In addition, they participate in physical fitness classes three times a week, enhance their math, mechanical and spatial reasoning skills, and learn to use hand and power tools safely. Seven VEPDs received an average grant award of $50,000 per site.

Tonette is a single parent of four who had always worked in minimum wage jobs. Hoping for a chance for a better life, she enrolled in the ONOW program. She had perfect attendance and discovered that she had an aptitude for welding. She prepared for and passed an apprenticeship test and is now a die welder earning $20.00 per hour. She says that if it weren't for the ONOW program and the support services it provided, she would probably be on welfare today. Instead she is completely self-sufficient and is happy in her new career.

ONOW PROGRAM • INTAKE DATA • FY 98

NUMBER OF PROGRAM PARTICIPANTS SERVED: 260

NUMBER OF STUDENTS WHO COMPLETED THE PROGRAM: 184 or 71% of students served

RACE/ETHNIC GROUP:

European American	69 %	Asian American	1 %
African American	27 %	Native American	1 %
Hispanic	2 %		

AGE:

Under 22	7 %	45+	7 %
22-44	87 %		

MARITAL STATUS:

Single	38 %	Divorced	33 %
Married	28 %	Widowed	1 %

HIGHEST LEVEL OF EDUCATION ACHIEVED:

No diploma or GED	18 %	Some post-secondary	8 %
High school diploma or GED	72 %	Bachelor's degree	2 %

EMPLOYMENT STATUS AT TIME OF INTAKE:

Unemployed	71 %	Employed full-time	3 %
Employed part-time	26 %		

PERCENTAGE OF PARTICIPANTS WHO

Were single parents or displaced homemakers	73 %
Had disabilities	3 %
Were ex-offenders	5 %
Were receiving public assistance at intake	40 %

ONOW PROGRAM • OUTCOMES • FY 98

PERCENTAGE OF COMPLETERS WHO

Were placed in nontraditional employment	68 %
Entered nontraditional vocational job training	17 %
Entered nontraditional technical training	6 %
Entered a registered apprenticeship	12 %
Continued their GED preparation	14 %
Were positively placed (total)	81 %

AVERAGE STARTING WAGE OF COMPLETERS PLACED IN NONTRADITIONAL EMPLOYMENT: $ 9.55/hr

ONOW GRANT STANDARDS

- 100% of ONOW program completers who do not have a high school diploma or GED will enter ABLE/GED training during the fiscal year of the grant.
- 70% of ONOW program completers will complete ABLE/GED training, and/or enter job training programs, apprenticeships, or occupations that are nontraditional for their sex within six months of program completion.
- 50% of ONOW completers who seek immediate employment will be earning at least $8.00 per hour within six months after completing the program.

The ONOW Program at Ohio's Correctional Facilities

The Ohio Department of Education also funded ONOW programs at four correctional facilities that serve adult females. These included the Ohio Reformatory for Women, Franklin Pre-Release Center, Northeast Pre-Release Center, and the Licking County Justice Center. These sites were funded with federal Perkins dollars along with a local match from the institution.

Correctional ONOW sites served a total of 245 students, 215 of whom completed the program (88%). Of these, 52% were European American, 47% were African American, and 1% were Hispanic. Of the program completers, 96% were placed into ABLE/GED classes, job-specific training programs, nontraditional job assignments within the institution, were employed upon release, or were receiving treatment or counseling. The average starting wage for those placed into employment was $8.00 per hour.

BEST COPY AVAILABLE

Promoting Access in Technical Education (PATE) Grant

The Promoting Access in Technical Education (PATE) Grant assists students to become aware of and to enroll in technical education programs based on interest and ability rather than gender. The purpose of the grant is to enroll, retain, and place students in technical education programs nontraditional for their sex. Five sites received an average grant award of $12,000.

TYPICAL ACTIVITIES FOR THIS GRANT INCLUDED

- Mentoring programs for nontraditional program enrollees at the technical college
- Career days to promote nontraditional occupations with high school students who would not typically enroll in the program
- Printing of brochures and flyers to promote nontraditional careers

PATE GRANT STANDARDS

- The technical education program identified in this grant will increase their nontraditional enrollment by 20% over the three-year grant time period.
- The retention and placement rate of the identified nontraditional students is equal to or better than the rate of traditional students in the program and no less than an 80% rate.

Although gender bias is subtle, its effects are not. Bias about the roles and capabilities of women and men have an adverse effect on all of us. In an era of increasing emphasis on excellence and accountability, we cannot afford to squander any of our talent.

EQUITY SERVICES

Technical Assistance

The Ohio Department of Education, Division of Vocational and Adult Education, offers technical assistance that helps educators share career information in a way not confined to traditional gender roles and gives them strategies for infusing equity-related concepts into the classroom. A variety of services are offered:

- Customized workshops on topics such as sexual harassment, equitable teaching styles, and the importance of education in math and science
- Advice to teachers and administrators as they establish their plans, goals, and strategies for equitable education
- Collection, analysis, and dissemination of data on the status of men and women in vocational education in Ohio
- Assistance for teachers, counselors, and school administrators to improve vocational education opportunities for both women and men

Inservice Training

Available free of charge to school systems statewide are guest speakers who share information on career opportunities and encourage bias-free attitudes among school administrators, counselors, and teachers.

In FY 98, 107 inservice sessions were presented to 3,264 individuals on the following topics:

- *Integrating Equity in the Classroom*
- *Equity and Excellence in the Classroom*
- *Thinking about Diversity*
- *Recruitment and Retention Strategies for Nontraditional Students*
- *Energizing your Classroom for Positive Student Participation*
- *Is Sexual Harassment Going on in Your School?*
- *Promoting Success in Math, Science, and Technology*

Publications

Equity-related publications are produced to maintain awareness of career-oriented issues and research:

- *Equity Exchange*, a quarterly newsletter
- *Equity Issues*, a series of informative papers highlighting current topics in sex equity
- Curriculum guides for special equity-related training programs
- Brochures that offer overviews of equity programs and suggest new strategies for the classroom

Resource Center

A central reference point for gender equity-related information, ideas, and referrals is the Vocational Sex Equity Resource Center. Available for loan to Ohio educators are hundreds of reference materials:

- Curriculum materials
- Videotapes
- Books
- Articles
- Posters

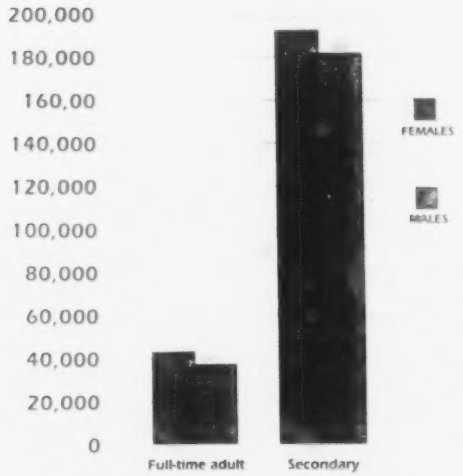
Resource materials cover diverse topics:

- Nontraditional careers
- Women's history
- Computer equity
- Sex bias
- Nondiscrimination laws
- Sex-fair classroom instruction
- Sexual harassment

BEST COPY AVAILABLE

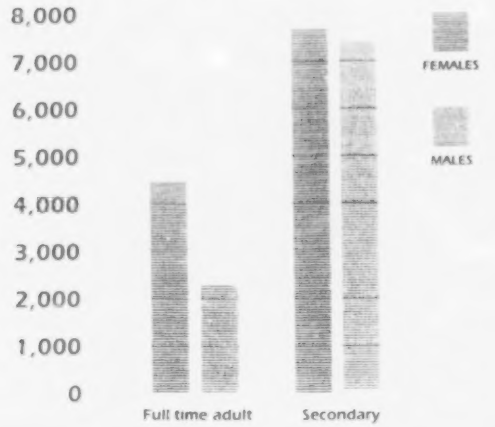
Vocational Education Enrollment in Ohio

Total Vocational Enrollment in Ohio



	Full-Time Adult	Secondary
Females	43,106	193,335
Males	38,032	180,308
TOTAL	81,138	373,643

Total Nontraditional Enrollment in Ohio



	Full-Time Adult	Secondary
Females	4,423	7,652
Males	2,284	7,374
TOTAL	6,707	15,026

Nontraditional Vocational Program Areas for Females

Ohio FY 97 Closing Enrollment Data

PROGRAM NAME	SECONDARY FEMALE ENROLLMENT	FULL-TIME ADULT FEMALE ENROLLMENT
Agriscience	28.1 %	N/A
Agribusiness	26.9 %	0 %
Food Processing	19.4 %	0 %
Natural Resources	20.4%	44.4 %
Environmental Management	40.8 %	36.7 %
Air Conditioning & Heating	2.4 %	1.3 %
Auto Collision Repair	3.8 %	0 %
Automotive Technology	4.5 %	7.8 %
Carpentry	4.2 %	14.5 %
Electricity	4.4 %	3.2 %
Masonry	4.1 %	1.4 %
Building Maintenance	5.4 %	9.8 %
Drafting	17.3 %	57.5 %
Electronics	7.2 %	1.6 %
Diversified Industrial Training	N/A	22.2 %
Graphic Occupations	47.3 %	0 %
Precision Machining	5.6 %	12.7 %
Welding and Cutting	5.2 %	4.5 %
Basic Law Enforcement	33.0 %	17.8 %

Nontraditional Vocational Program Areas for Males

Ohio FY 97 Closing Enrollment Data

PROGRAM NAME	SECONDARY MALE ENROLLMENT	FULL-TIME ADULT MALE ENROLLMENT
Travel & Tour	18.3 %	0 %
Dental Assistant	4.7 %	0 %
Medical Lab Assistant	12.9 %	13.5 %
Practical Nurse	7.4 %	7.6 %
Nurse Assistant	5.5 %	4.5 %
Surgical Technician	15.0 %	18.2 %
Medical Assistant	6.0 %	1.9 %
Diversified Health Occupations	5.4 %	8.3 %
Family Life	N/A	27.8 %
Child Care	3.0 %	1.1 %
Accounting	28.7 %	22.3 %
Business/Information Systems	53.7 %	26.2 %
Administrative/Office Technology	15.5 %	8.4 %
Business Administration/Management	30.2 %	37.0 %
Customized Office	N/A	38.0 %
Cosmetology	1.3 %	0 %

Ohio increased its secondary nontraditional vocational enrollment by 1,297 students (a 9% increase) from FY 97 to FY 98.

Moving Ohio's Youth and Adults Toward Economic Self-Sufficiency:

PROGRAMS THAT MAKE A DIFFERENCE

SINGLE PARENTS AND DISPLACED HOMEMAKERS

In Ohio and nationally, the statistics for single parents and displaced homemakers paint a grim picture of their population's economic situation. However, with the assistance of the programs and services provided by 52 Vocational Education Planning Districts and institutional programs, real and positive changes have been made.

For example:

- In FY 98, a total of 3,385 single parents or displaced homemakers received support services or enrolled in a vocational education program funded through the Carl D. Perkins Single Parent Grants.
- 93% of the single parent high school students who received child care and travel assistance through the CSS Grant graduated from high school, were promoted to the next grade level, or were still enrolled at the end of the school year.
- Of the 163 secondary CSS Grant recipients who enrolled in vocational job training, 87% completed their job training programs or were currently enrolled at the end of the school year.
- 29% of the adult single parents and displaced homemakers served through the CSS, DH and GOALS Programs did not have a high school diploma or GED at intake. Of those, 61% enrolled in GED classes.
- 88% of the adult CSS participants enrolled in job training programs or vocational preparatory programs designed to assist them to successfully complete job training or enter employment. For those placed, 61% increased their hourly wages over the $6.28 average at intake. 29% became economically self-sufficient or were employed in a non-traditional and/or higher wage occupation.
- 56% of VBO Program completers started a business from FY 95–97 and of those, 93% were still in business at the end of FY 98.

EQUITY

Ohio's vocational education system continuously strives to inform all students of the opportunities in vocational education. Notable enrollment gains were seen in the following areas:

- Female enrollment— agriculture programs, carpentry, drafting, and graphic occupations
- Male enrollment— business administration / management, medical lab assistant, and accounting
- 107 inservice training sessions were conducted for vocational teachers and administrators to increase their awareness and knowledge of equity issues.

Ohio's nontraditional career exploration programs are making a difference in students' lives. For example,

- 71% of all ONOW students were unemployed at intake and 40% were receiving public assistance. At program completion, 68% were placed in nontraditional employment and 12% in a registered apprenticeship. In addition, 17% entered a nontraditional vocational job training program. The average starting wage of completers placed in nontraditional employment was $9.55 per hour.
- 100% of the students enrolled in the NETWork Program were considered high at-risk of dropping out of high school. At-risk factors included teen pregnancy, abuse, poverty, court involvement, and poor school attendance. At the end of the year, 77% of these students were still enrolled in school and planned to enroll in vocational education or college preparatory the following year. 86% of these planned to enroll in vocational education.

SUMMARY

In summary, Ohio's single parent, displaced homemaker and equity programs assisted individuals to develop job skills and to become economically self-sufficient. Total enrollment in all programs for FY 98 was 3,920.

BEST COPY AVAILABLE

PROGRAM GRANT SITES FY 98

	CSS	DH	GOALS	NETWork	ONOW	PATE	VBO
AKRON CITY SCHOOLS	●	●	●				
ALLIANCE CITY SCHOOLS	●						
APOLLO JVSD	●	●					
ASHLAND COUNTY JVSD	●						
ASHTABULA COUNTY JVSD	●						
AUBURN JVSD	●						
BUTLER COUNTY JVSD	●				●		
CANTON CITY SCHOOLS	●						
CINCINNATI CITY SCHOOLS	●	●					
CLEVELAND CITY SCHOOLS	●		●	●			
CLEVELAND HEIGHTS/ UNIVERSITY HEIGHTS CITY SCHOOLS	●						
COLUMBIANA COUNTY JVSD	●	●					●
COLUMBUS CITY SCHOOLS	●	●		●			
COLUMBUS STATE COMMUNITY COLLEGE					●		
CUYAHOGA COMMUNITY COLLEGE	●	●					
DAYTON CITY SCHOOLS	●						
DELAWARE COUNTY JVSD	●						
EASTLAND CAREER CENTER	●						
EHOVE JVSD	●	●		●	●		
FRANKLIN PRE-RELEASE CENTER					●		
GALLIA-JACKSON-VINTON JVSD	●	●					
GREAT OAKS JVSD	●	●					
GREENE COUNTY JVSD	●	●					●
HOCKING TECHNICAL COLLEGE						●	
LAKELAND COMMUNITY COLLEGE						●	
LAKEWOOD CITY SCHOOLS				●			
LAWRENCE COUNTY JVSD	●	●					
LICKING COUNTY JVSD	●	●			●		
LICKING COUNTY JUSTICE CENTER					●		
LIMA CITY SCHOOLS	●			●			
LORAIN CITY SCHOOLS	●						
LORAIN COUNTY JVSD	●	●					
MADISON LOCAL SCHOOLS	●	●			●		
MAHONING COUNTY JVSD	●	●					
MANSFIELD CITY SCHOOLS			●				
MEDINA COUNTY JVSD	●						
MIAMI VALLEY CAREER TECHNOLOGY CENTER	●	●					
MID-EAST OHIO JVSD							●
MUSKINGUM AREA TECHNICAL COLLEGE						●	
NORTHEAST PRE-RELEASE CENTER					●		
OHIO HI-POINT JVSD	●						
OHIO REFORMATORY FOR WOMEN					●		
PENTA COUNTY JVSD	●						●
PICKAWAY-ROSS JVSD	●	●					
PIONEER JVSD	●				●		
POLARIS CAREER CENTER	●	●			●		●
PORTAGE LAKES CAREER CENTER	●	●					
SANDUSKY CITY SCHOOLS	●	●					
SOUTHERN HILLS JVSD	●						
SOUTHERN STATE COMMUNITY COLLEGE		●					
SOUTH-WESTERN CITY SCHOOLS	●						
SPRINGFIELD-CLARK JVSD	●	●					
STARK TECHNICAL COLLEGE						●	
TOLEDO CITY SCHOOLS		●	●		●		
TRI-COUNTY JVSD	●						●
TRI-RIVERS JVSD	●	●					
TRUMBELL COUNTY JVSD	●	●					
UNIVERSITY OF TOLEDO						●	
UPPER VALLEY JVSD	●	●					●
VANGUARD-SENTINEL	●						
VANTAGE JVSD	●	●					
WASHINGTON COUNTY JVSD	●						
WAYNE COUNTY JVSD	●						
YOUNGSTOWN CITY SCHOOLS	●						

Ohio Department of Education

Division of Vocational and Adult Education
65 South Front Street, Room 915
Columbus, Ohio 43215-4183
614/466-5910

State Board of Education

Martha W. Wise, *President*
Sue Westendorf, *Vice President*
Susan T. Zelman, *Secretary*
Richard E. Baker
Melanie Bates
Charles A. Byrne
Charles M. DeGross
Diana M. Fessler
Dwight H. Hibbard
Jack C. Hunter
Virginia E. Jacobs
William E. Moore III
Gail M. Nolte
Marie S. Pfeiffer
Joseph D. Roman
Emerson J. Ross, Jr.
Cyrus B. Richardson, Jr.
Jennifer L. Sheets
Jo Ann Thatcher
Ex-Officio:
The Honorable Robert A. Gardner
The Honorable Charles Brading

This publication was supported by federal funds of Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, administered by the Ohio Department of Education, Division of Vocational and Adult Education. It is the policy of the Ohio Department of Education, Division of Vocational and Adult Education, to offer educational activities, employment practices, programs and services without regard to race, color, national origin, sex, religion, handicap, or age.

BEST COPY AVAILABLE